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ABSTRACT

These evaluation activities are posttests on ethnicity, transnational linkages, and ethnocentric attitudes. The tests can be used to measure the content and skills that secondary students have acquired as a result of participating in the four units comprising the Ethnic Heritage Studies Curriculum. With a few minor modifications, the tests can also be used as an introduction to ethnicity without the four units. The tests are not in a sequenced, systematic evaluation format; rather, students and teachers are expected to choose activities that test what they consider to be the important dimensions of ethnicity. The test activities review the use and definition of stereotyping; ask students to analyze data and sort out important elements of ethnocentrism; provide formats for analyzing ethnocentric bias in school textbooks, greeting cards, and comic books; contain a checklist for analyzing ethnic attitudes in school; help students examine news items and classify types of transnational linkages; explore immigration policy and its effect on ethnic groups; and measure a student's change in attitudes. (Author/RM)

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EVALUATION UNIT

Ethnic Heritage Studies Project

An Experimental Unit

Developed by Gary R. Smith

Prepared by the Center for Teaching International Relations

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EHS 1/76

EVALUATION UNIT
Introduction

This unit is designed to provide your participants with a series of post-tests on ethnicity, transnational linkages and ethnocentric attitudes. These activities can serve as devices to measure what content and skills have been acquired as a result of utilizing the other four units in the Ethnic Heritage Studies curriculum. However, the unit can also be used as an introduction to ethnicity without the other four units, with a few minor modifications.

It is not the purpose of this unit to provide a sequenced, systematic evaluation format. Accordingly, we would not expect you or your students to use all of the activities. You and the participants should choose activities that test for what you consider to be the important dimensions of ethnicity.

OVERVIEW OF ACTIVITIES

58. WHAT ARE STEREOTYPES? - designed to review the use and definition of the concept of stereotyping

59. WHAT IS ETHNOCENTRISM? - asks participants to analyze data and sort out important elements of ethnocentrism

60. ANALYZING TEXTBOOKS - provides a format for analyzing ethnocentric bias and distortion in school textbooks

61. AN ETHNOCENTRIC TV GUIDE - utilizes analytical format in No. 60 to recognize ethnocentric bias in the television medium

62. ANALYZING NEWSPAPERS - utilizes format in No. 60 to check for ethnocentrism in news media

63. GREETING CARDS - considers greeting cards that reflect ethnocentric bias

64. A LOOK AT THE COMICS - uses analytical format in No. 60 to check ethnocentrism in comic books

65. A CHECKLIST FOR YOUR SCHOOL - teacher guide for collecting and analyzing the school setting and ethnic attitudes in the school

66. AFRO-AMERICAN OF THE YEAR CONTEST - replication of "American of the Year" in ETHNICITY AND ME, but participants are asked to make up the candidates based on their knowledge of the ethnic group

67. IRISH-AMERICAN OF THE YEAR CONTEST - replication of No. 66

68. ARAB-AMERICAN OF THE YEAR CONTEST - replication of No. 66

69. MEXICAN-AMERICAN OF THE YEAR CONTEST - replication of No. 66

70. ETHNIC OF THE YEAR CONTEST - replication of No. 66

71. RECOGNIZING ETHNICITY - review of what an ethnic group is; students sort out ethnic differences

72. RECOGNIZING ETHNIC LINKAGES - examines news items and classifies types of transnational linkages

73. IMMIGRATION AND ETHNICITY - read, interpret and hypothesize about immigration statistics; explore the question of immigration policy and its effect on U.S. ethnic groups

74. DRAWING THE LINE - attitudinal survey designed to get students to reassess some of their ethnic attitudes

75. HOW IMPORTANT IS ETHNICITY TO ME? : A RE-EXAMINATION - designed as a post-test to measure the degree of change in attitudes about our own ethnicity

Title WHAT ARE STEREOTYPES ?

Objectives:

To recognize the use of stereotypes

To infer attitudes toward ethnic groups

To compare student data with a national survey of attitudes

Time 1 class period

Procedure

1. Ask participants to break up into groups of four to six.

2. Distribute copies of the "Word List" to each.

3. Each small group should identify every racial and national group according to characteristics listed under the adjectives list. More than one adjective may be used to describe any one group. Adjectives not included in the list may be used. Before any particular racial or national group is characterized, a majority of members in the small discussion group must agree.

4. One member of each small group should be selected to record final decisions.

5. The class should discuss and compare the evaluations made by the small groups after each one has finished Step 3 above.

6. To prepare for comparing the data, distribute the handout "Racial Stereotypes and One Hundred College Students." Ask students to compare class results with the study.

7. Evaluation. Use these questions:

   A. What is a stereotype?

   B. When do stereotypes become abusive of the group they are supposed to describe?

   C. Can we do away with stereotypes? Would it be advisable to do so?

   D. What is important in learning about stereotypes?

   E. Did some of you find this activity difficult? If so, explain why. If not, why not?

   F. How has your use of stereotypes changed since you began these EHS activities?

WHAT ARE STEREOTYPES ? WORD LIST

Americans
Chinese
English
Germans
Irish
Arabs
Italians
Jews
Blacks
Mexicans

artistic
cruel
extremely nationalistic
ignorant
imitative
impulsive
industrious
intelligent
lazy
loyal to family ties
materialistic
fond of spicy food
mercenary
musical
pleasure-loving
pugnacious
quick-tempered
reserved
scientifically minded
schrewd
sly
sportsmanlike
superstitious
tradition-loving
very religious

"Racial Stereotypes and One Hundred College Students"

Look at the following study conducted by Katz and Braly in 1933. Compare your answers in the small group with the results below. (Only the two characteristics receiving the highe[illegible] percentage of agreement are given.)

Americans	- industrious (48%) and intelligent (47%)
Chinese	- superstitious (34%) and sly (29%)
English	- sportsmanlike (53%) and intelligent (46%)
Germans	- scientifically minded (78%) and industrious (65%)
Irish	- pugnacious (45%) and quick-tempered (39%)
Italians	- artistic (53%) and impulsive (44%)
Japanese	- intelligent (45%) and industrious (43%)
Jews	- shrewd (79%) and mercenary (49%)
Negroes	- superstitious (84%) and lazy (75%)
Arabs	- cruel (47%) and very religious (26%)

Katz and Braly, "Racial Stereotypes of One Hundred College Students," Journal of Abnormal and Social Psychology, 28:280-90.

Title WHAT IS ETHNOCENTRISM ?

Introduction

Activity 58 asked students to define stereotypes and evaluate their use. Important, too, is getting students to think about what constitutes ethnocentric attitudes. In this activity they are asked to consider the functional value of ethnocentrism.

Objectives

To write a definition of ethnocentrism based on the data in the exercise

To sort out what elements constitute ethnocentric attitudes--nationalism, ideology, language, etc.

To recognize how ethnocentric attitudes are expressed

Time 1 class period

Procedure

1. Distribute copies of the handout "What is Ethnocentrism?"

2. As you go through the various excerpts, try to determine the country or region of the world each excerpt is from. Do your guesses coincide with the information on the Sources for Excerpts sheet? How was it possible to make certain guesses?

3. Discussion:

   A. Were some excerpts easier to determine than others? Explain.

   B. To what extent are the differences in treatment in different books attributable to ethnocentrism? Nationalism? Ideology? In what ways are these three things connected?

   C. Why do you think that a book from a particular country discusses some events while ignoring others, or gives more space to some episodes than others?

   D. "Ethnocentrism is not necessarily a <u>good</u> or a <u>bad</u> thing, it just exists." Do you agree or disagree? Why?

Sources used for this exercise: Bragdon, Henry W. and Samuel P. McCutcheon, HISTORY OF A FREE PEOPLE. London: The Macmillan Co., 1969, and Robinson, Donald W. (ed.), AS OTHERS SEE US: INTERNATIONAL VIEWS OF AMERICAN HISTORY. New York: Houghton-Mifflin, 1969.

WHAT IS ETHNOCENTRISM?

Below are excerpts from various textbooks throughout the world. Each excerpt deals with a specific period or topic in American history. Can you identify the nation or region of the world each account is from?

Colonization and the Growth of the New World:

Excerpt 1: "In the process of colonizing North America, the native Indians suffered...enslavement, destruction, and slaughter...Negroes were widely employed to do hard labor, especially in the South...Negro escapees, after being captured, would receive very brutal punishment.

"In the North American colonies, the capitalists and landlords began to develop the economy by using property seized from the Indians and by exploiting the Negro slaves."

Excerpt 2: "It is important to remember that the colonization of America was achieved not by the British government but by private stock companies or else by individuals who had been given land by the King. Among the passengers making the three months' trans-Atlantic trip were: men escaping from creditors; the younger sons of well-to-do families who, because of the English law under which the eldest son inherited everything, were forced to seek their fortunes; men who wished to practice a more simple and rigid Christian faith than was allowed by the King; and adventurers drawn by the idea of a new land. By far the largest number of emigrants, however, left the Mother Country because they were finding it difficult to make a living. The enclosure of land for sheep farming had caused an acute shortage of land and high rents."

Bombing of Hiroshima and Nagasaki:

Excerpt 3: "On the eve of the Soviet Union's entry into the war against Japan, American aircraft on August 6 and 9 at the order of Truman...dropped two atomic bombs on the Japanese cities of Hiroshima and Nagasaki, killing or crippling four million inhabitants. This barbaric act of using atomic weapons had no military justification. By dropping bombs on the Japanese cities, the imperialists of the U.S.A. wanted to intimidate the entire world, above all the Soviet Union. This was the beginning of the aggressive course of the United States for the establishment of world supremacy."

Excerpt 4: "Despite the certainty of imminent victory, the United States government dropped the atom bomb on Hiroshima (August 6) and Nagasaki (August 9). It almost totally destroyed these cities. The atom bombs killed more than 300,000 Japanese and wounded 200,000. Subsequently, 155,000 people died with terrible suffering in the weeks, months, or years after the bombing.

"The dropping of the atom bomb was of as little consequence to the outcome of the war as was the destruction of Dresden. Through this barbaric use of atomic weapons the American imperialists wanted to demonstrate the monopoly which they then held in this field and to intimidate other peoples..."

Excerpt 5: "The Americans, who were not aware of the difficult position of the Japanese, were afraid that the war might go on much longer and would demand more terrible losses. It was because of these considerations that the leaders of the United States decided to use a new and most horrible weapon, the atom bomb. It was manufactured in the United States with the help of refugees, some of them Jews from Germany."

Excerpt 6: "The most terrible weapon the world had ever known made it unnecessary to invade Japan or to count on the Russians for help. In complete secrecy American and European scientists had developed an atomic bomb. The first of these was exploded in New Mexico on July 16, 1945; its destructive power was equal to 20,000 tons of TNT. On July 26 the President urged Japan to surrender at the risk of destruction, but the Japanese prime minister said the warning was "unworthy of public notice." On August 6 an atomic bomb nearly wiped out the Japanese city of Hiroshima and killed over seventy thousand inhabitants. Two days later Russia entered the war and invaded Manchuria. After a second bomb was dropped on the city of Nagasaki on August 9, the Japanese government agreed to end the war. The surrender took place on September 2 on the battleship Missouri anchored in Tokyo Bay."

SOURCES FOR EXCERPTS

#1: (Mainland China) Modern History of the Recent World, Li Ch'un-wu, et al. Peking: Publication Company for Peoples' Education, 1965, pp. 15-16.

#2: (Great Britain) Portrait of World History, II, Geoffrey Williams. London: Edward Arnold Publishers, Ltd., 1962, pp. 211-212.

#3: (U.S.S.R.) History of the U.S.S.R. The Period of Socialism. Textbook for Middle School, I.B. Berkhin, M.I. Belenkii, and M.P. Kim. Moscow: "Educational" Publishers, 1966, 308-309.

#4: (East Germany) Textbook for History Class 10, Part I, High School and Expanded High School, Dr. Stefan Doernberg, et al. Berlin: Publicly-Owned and Administered Publisher, 1965, pp. 56-57.

#5: (Israel) History, Vol. 4 Part II, M. Siv and S. Atlinger. Haifa: The Juval Publishing Company, Ltd., 1965, p. 304.

#6: (United States) History of a Free People, Henry W. Bragdon and Samuel P. McCutcheon. London: The Macmillan Co., 1969, pp. 680-681.

Title ANALYZING TEXTBOOKS

Introduction

How's your ethnocentric sensitivity? Do you readily recognize bias in what you read in school? Here is an opportunity for you to check out your ability to recognize and evaluate different kinds of biased statements about ethnic groups and peoples in other countries.

Contained in the packet of cards are statements about other countries and about a number of ethnic and racial groups. The statements were taken from textbooks used in U.S. schools, published during the 1960s and early 1970s*. An interesting point here is that school textbooks are often assumed to be "unbiased" simply because they are developed for use in a school setting.

Your job is to read the statements and decide which ones you feel contain misleading and/or biased information. Some of the statements may appear more biased than others at first sight. But, after you compare your findings with others' in your class, you may find your sensitivity to ethnocentric bias has been enhanced a bit.

Objectives

To read and analyze several statements about ethnic groups and peoples in other countries to check for bias and distortion

To check personal observations about bias and distortion with other peoples' observations

Time 2 class periods

Procedure

1. Read through the packet of cards. As you read, if some of the statements strike you as having bias, incompleteness, innaccuracy, etc., refer to the "Format for Analyzing Statements" and fill in the chart according to your personal judgment.

2. Get together with a group of 3 or 4 others in your class and compare information you and they have recorded on the chart.

3. What biases do you now recognize by sharing information with the group? List them below:

*It is not the intent of this activity to single out any author and/or publisher for criticism. The statements contained on the cards were taken, oftentimes, out of context of the other materials in the texts. Accordingly, no citations are included on the cards. The idea is to have students learn to recognize statements out of context, as well as recognize biases and distortions.

Follow-up activities: (Choose at least one of the following)

1. Go back through at least five of the statements and add/delete/correct or otherwise change the wording so that the statements are more accurate and less biased. Then, share your "new" statements with others in the class. Are there things that you still overlook in your rewriting?

2. Write a story about one of the ethnic groups in the cards. Arrange the cards so that you use all the cards in the packet that pertain to the one ethnic group (for example, write a story about the Arabs, using the cards that refer to Moslems, Middle East, Egypt and Arabs). Share your story with the rest of the class. How is the group portrayed? How would you and the class change the story to make it more accurate? How would you go about checking out the accuracy of the statements in the story?

3. Using the format provided on the "Format for Analyzing Statements", go through your school textbooks or other school materials and do analyses of at least five statements you run across in them.

The statements on the cards were taken from three secondary sources (i.e. sources that deal with content analysis):

Project Stride, A GUIDE TO ANALYSIS OF SCHOOL BOOK CONTENT, Handbook #2, "Evaluating Print Materials from a Mexican-American Perspective"; and Handbook #3, "Evaluating Print Materials from a Chinese-American Perspective". Far West Laboratory for Educational Research and Development, General Assistance Center, October, 1974.

Karen Pliskin, "Ethnocentrism in American Children's Social Studies Books," Private Paper, 1974.

"Draft Paper on Ethnic Studies," Illinois Office of Education.

Questions for Analysis:

1. Does the statement exclude or omit people it shouldn't?
   Example: The typical secretary of the 1960s wore her skirts much shorter than other women of the era.
   What's wrong? (What about male secretaries?)

2. Does the statement contain a stereotype or generalization that attempts to typify the behavior of a certain group of people to the exclusion of any other behavior?
   Example: The Japanese wear impressive mustaches and laugh loudly at the wrong times?
   What's wrong? (Behaviors described do not apply to all Japanese.)

3. Does the statement contain patronizing language?
   Example: The child-like faith of the primitive peoples of Western Samoa gives them immunity to the onrush of Western technology.
   What's wrong? ("child-like faith"?)

4. Does the statement contain dehumanizing language?
   Example: The American Indian, like the animals of the plains, subdued nature with remarkable prowess.
   What's wrong? (Comparing Indians with animals.)

5. Does the statement portray "others" as measured by U.S. and/or Anglo standards?
   Example: The uncivilized Aboriginees of Australia, unlike us, know no courts, no modern conveniences, and do not realize the value of work to achieve a higher standard of living.
   What's wrong? You supply the answer!

No. of statements you think are biased.	What is wrong with the statement?	How would you change the statement?	Why is your statement better?

Title AN ETHNOCENTRIC TV GUIDE

Introduction

How's your ethnocentric sensitivity at this point? This activity will further test it by asking you to examine the television medium in the same manner you did the textbook statements (ANALYZING TEXTBOOKS).

Objectives

To collect and interpret statements about ethnic groups and peoples in other countries to check for bias and distortion

To compare your personal observations about bias and distortion with those of others

Time 3 hours

Procedure

1. Purchase 25 3x5" ruled index cards.

2. Over the next two days make a point to watch two full hours of television. You do not have to watch both hours at once, but you should watch at least one hour at a time.

3. As you watch and listen, write comments you hear (and/or see) about ethnic groups and about other countries on your index cards. One comment per card. At this point don't worry about checking the comments for bias or distortion. Analysis of the comments will come later. Simply jot down every comment you see and hear about ethnic groups and other countries on the cards until you either run out of cards or the two hours have elapsed.

4. As soon as you are through watching two hours of TV, go back and number each card in the upper right hand corner. It is not important that the cards be in any particular order, just make certain each card has a different number and that the numbers are sequential.

5. On the third day in class read through the packet of cards. As you review what you wrote, if some of the statements strike you as having bias, incompleteness, inaccuracy, etc., refer to the "Format for Analyzing Statements" and fill in the chart according to your personal judgment.

6. Get together with a group of 2 other students in your class and share your conclusions with them. Ask them in turn to share their conclusions about their statements with you.

A. What new biases do you now recognize by sharing your conclusions with the group?

B. Did someone in your group watch the same program(s) and record the same comments? If so, what were their conclusions about bias and distortion in the comments?

C. Go back through at least <u>five</u> of the statements and "correct" each one of them until you are satisfied that there is no longer any bias. Check your rewritten statements with others in the class. Are there still things you've overlooked?

7. Write a brief report on MY VIEWS ABOUT ETHNOCENTRISM IN THE TELEVISION MEDIUM.

Optional way of doing AN ETHNOCENTRIC TV GUIDE:

Follow the format as outlined above, but make certain that everyone in the class watches <u>the same</u> two hours of television. This way you can find out very quickly how you view the same information compared with others.

Title ANALYZING NEWSPAPERS

Introduction

This activity replicates the procedure used for AN ETHNOCENTRIC TV GUIDE. This time the medium is newspapers.

Objectives

To collect and interpret statements about ethnic groups and peoples in other countries to check for bias and distortion

To compare your personal observations about bias and distortion with those of other students

Time 1 hour

Procedure

1. Skim through three or four newspapers

2. As you skim, cut out any statements, articles, and pictures you run across which portray ethnic groups or other countries. At this point don't worry about checking the clippings for bias or distortion. Analysis of the clippings will come later. Simply clip out every statement, article or picture you see about ethnic groups and other countries.

3. As soon as you complete Step 2, go back and number each clipping in the upper right-hand corner. It is not important that the clippings be in any particular order, just make certain that each one has a different number and that the numbers are sequential.

4. Read through your clippings. As you review them, if some of the clippings strike you as having bias, incompleteness, inaccuracy, etc., refer to the "Format for Analyzing Statements" and fill in the chart according to your personal judgment (Note: It is not the intent of this exercise to malign any newspaper.)

5. Get together with a group of 2 other students who have done this activity and share your conclusions with them. Ask them in turn to share their conclusions with you.

A. What biases do you agree on, providing you looked at some of the same newspapers?

B. Go back through at least three of the clippings and "correct" each one until you are satisfied that there is no longer any bias in them. Check your revisions with others in the class. Are there still things you overlooked?

Title GREETING CARDS

Introduction

Ethnicity is not an easy term to define. That certainly is the impression one gets when presented with the various definitions of both scholars and groups that have chosen to call themselves ethnic. This exercise asks students to generate some of the criteria that might be used to distinguish one ethnic group from another, as well as to pinpoint the stereotypes. The GREETING CARDS activity is one quick way to get students talking about some of the criteria they might use when they think about and talk about ethnicity and stereotypes.

Objectives

To examine contemporary greeting cards and make inferences about what the designers of the cards thought separated one group of people from another

To recognize stereotyping by asking students to point out stereotyped behavior in the cards

To generate some popularly used criteria for differentiating ethnic groups from each other, i.e. language, nationality, dress, custom, etc.

Time 2 class periods

Procedure

1. Project the slide of the sample father's day greeting card on the screen. Ask students to jot down as many things as they can that separate one group of people from another on a sheet of paper. In other words, what is it that makes a Chinese different from a Greek or an Italian different from a Russian?

2. Some questions:

A. Ask students to state as many things as they can about how the designers of the card chose to depict each person or [illegible]er as distinct from the others. (One obvious consideration is language, another is nationality--except for Latin and perhaps Dutch. But what other behaviors are depicted in the words and characters? Italians have mustaches and like pizza pie; Russians do Cossack dances; Dutch people wear wooden shoes and are constantly threatened by the innundation of water; etc.)

B. Which of the groups depicted on the card would you place in the following categories?

Language Group	Russian	Chinese
Nationality Group	French	Latin
Ethnic Group	Spanish	Egyptian
	Italian	Greek
	Dutch	

(The "fuzziest" of the three kinds of groups is the ethnic group. However, nationality group is also somewhat difficult. Look at Latin and Dutch.)

Why did you place the groups as you did?

3. Have students collect greeting cards that they think represent ethnic groups and have them bring them into class. Have them explain why the cards were chosen to represent ethnicity and stereotypes. You might set up a display area.

Title A LOOK AT THE COMICS

Introduction

This activity is a replication of the procedure used in AN ETHNOCENTRIC TV GUIDE. The medium this time is comic books.

Objectives

To collect and interpret statements and images of ethnic groups and peoples in other countries to check for bias and distortion

To compare your personal observations about bias and distortion with those of other students

Time 2 hours

Procedure

1. Purchase 20 3x5" ruled index cards.

2. For homework, go to a local store and purchase at least three comics if you don't already have that many.

3. Skim through the comics (you could use the comics from the newspaper if you wish). As you skim, jot down any statements or visual images you spot about ethnic groups or other countries on your index cards. One comment per card. Better yet, cut out the statements or images you spot and paste them on the cards. At this point don't worry about checking your notes for bias or distortion; analysis will come later. Simply jot down or paste on the cards every statement and visual image you can spot until you have run out of cards.

4. As soon as you are finished with Step 3, go back and number the cards in the upper right-hand corner. It is not important that the cards be in any particular order, just make certain each card has a different number and that the numbers are sequential.

5. Next day, bring the cards to class with you. Read through them. As you review them, if some of the statements and images strike you as having bias, incompleteness, inaccuracy, etc., refer to the "Format for Analyzing Statements" (modify it to include pictures and drawings as well) and fill in the chart according to your personal judgment.

6. Get together with 2 other students and share your conclusions with them. Ask them in turn to share their conclusions with you.

7. Go back through at least five of the statements and images and "correct" them. Check your rewritten, redrawn statements and images with others in the class. Are there still things you've overlooked?

Title A CHECKLIST FOR YOUR SCHOOL

Introduction

Having your students evaluate the school's handling of multi-ethnic studies and ethnic differences can be an important part of their ethnic experience. Below are some guidelines in the format of a questionnaire should you and your students decide to make a multi-ethnic evaluation of your school.

Objective

To collect data and analyze attitudes in your school towards ethnicity

Time 1 class period

(Size of groups: should be done in groups of 5 or 6)

Procedure

1. Run off sufficient copies of the enclosed checklist to survey 10% of the student body (plus about 5 extra copies), faculty and staff of your school. (10% represents a good, random sampling.) The survey should be administered randomly, that is, students should select respondents on a non-discriminatory basis.

2. Ask one of the groups to compile a master list of responses using a blank survey sheet.

3. Run off a transparency of the results, or record them on the chalkboard.

4. Ask a group to assess where respondents in your school stand on each of the items in the guidelines--"STRONGLY", "SOMEWHAT, "HARDLY AT ALL" or somewhere in between.

5. Hold a class discussion on their conclusions about how ethnicity is treated in the school.

FOLLOW-UP

Devise a program to emphasize ethnic and multi-ethnic heritage in your school. Write an article for the school newspaper to praise your school's strong points.

AN ETHNIC CHECKLIST

You have been selected to participate in a school survey conducted by _____ class in _____. Below is a list of statements. You are asked to place a check mark (✓) in one of the three columns by each of the statements. You do not have to answer all of the questions. Your participation is voluntary. Should you decide to include other comments, please do so on the back of the survey. Thank you for your time.

RATING			GUIDELINES
Strongly	Somewhat	Hardly at All	
			1. Are ethnic differences apparent in your school?
			2. Are ethnic differences emphasized in the school curriculum (courses, textbooks, other materials, teachers' and students', attitudes, etc.)
			3. Does your school library and resource center have a variety of materials of the histories, experiences, and cultures of many different ethnic groups?
			4. Do school assemblies, speakers, holidays, etc. reflect ethnic differences?
			5. Do extracurricular activities include most ethnic groups present in your school?

Rating			Guidelines
Strongly	Somewhat	Hardly at All	
			6. Does school policy accomodate ethnic behavior patterns and differences?
			7. Do school policies make provisions for recognizing and commemorating the holidays and festivities of different ethnic groups?
			8. Do school policies respect the dignity and worth of students as individuals and as members of ethnic groups?
			9. Does the makeup (numbers) of the school staff reflect the ethnic makeup of the community?
			10. Is the school staff multi-ethnic & multi-ethnic despite the ethnic and racial makeup of the community?
			11. Does the school do in-service training in multi-ethnic studies?
			12. Does the curriculum reflect the ethnic learning styles of students within the school community?
			13. Is the curriculum and teaching in the school designed to help students live in a multi-ethnic, multi-cultural society?

EHS 1/76

Title Afro-American of the Year Contest

Introduction

This activity asks students to replicate the American of the Year contest (ETHNICITY AND ME unit) with three significant differences: (1) instead of the American of the Year, this contest will be for the Afro-American of the Year, (2) a group of students (nominating committee) will create its own candidates, (3) other students will act as a selection committee to vote for the "best" of the candidates. The main goal is to get students to construct what they think constitutes an "ideal" Afro-American based upon their personal views and what they have learned from the Ethnic Heritage Studies curriculum. NOTE: This activity is designed to be done simultaneously with Arab-American of the Year Contest, Irish-American of the Year Contest, Mexican-American of the Year Contest, and/or Ethnic of the Year Contest.

Objectives

To recognize personal views and changed perceptions of Afro-Americans

To conceptualize the ideal Afro-American based on personal views and changed perceptions

Time 2 class periods

Size of group 4-6

Procedure

1. Four to six students should serve as a nominating committee to insure the creation of an ideal number of candidates for the activity. Each student in the group is responsible for an "ideal" Afro-American candidate for the contest. The following guidelines can be used, but encourage students to ad lib:

   (write these on the chalkboard)

   Name

   Hometown, State

   Sponsoring Organization

   Age

   Spouse (if any) -- name, age, occupation

   Children (if any) -- ages, number

   Educational background

   Occupation

Hobbies, interests

Clubs, ethnic and political association (if any)

(Refer to American of the Year in the ETHNICITY AND ME unit to get the idea of the activity.)

2. When all candidates have been written up, list them and their data on the chalkboard.

3. Break the rest of the class into groups of five to six. The nominating committee can now serve as tabulating committee. Tell the class the following: YOU HAVE BEEN SELECTED TO SERVE ON A NATIONAL SELECTION COMMITTEE TO CHOOSE THE OUTSTANDING AFRO-AMERICAN OF THE YEAR. YOUR TASK IS TO PICK ONE OF THE CANDIDATES NOMINATED BY THE NATIONAL NOMINATING COMMITTEE. EACH OF THE CANDIDATES' QUALIFICATIONS ARE LISTED ON THE CHALKBOARD. THE SELECTION MUST BE THE UNANIMOUS DECISION OF THE GROUP. A SPOKESPERSON FOR YOUR COMMITTEE WILL BE ASKED TO GIVE REASONS EACH CANDIDATE WAS SELECTED OR REJECTED.

4. Follow-up questions for class discussion:

   A. What qualities did you consider most important in your selection? Least important?

   B. Would the candidates made up by the nominating committee have been the same at the very beginning of your study of ethnicity and Afro-Americans? Explain.

EHS 1/76

Title Irish-American of the Year Contest

Introduction

This activity asks students to replicate the American of the Year contest (EHNICITY AND ME unit) with three significant differences: (1) instead of the American of the Year, this contest will be for the Irish-American of the Year, (2) a group of students (nominating committee) will create its own candidates, (3) other students will act as a selection committee to vote for the "best" of the candidates. The main goal is to get students to construct what they think constitutes an "ideal" Irish-American based upon their personal views and what they have learned from the Ethnic Heritage Studies curriculum. NOTE: This activity is designed to be done simultaniously with Arab-American of the Year Contest, Afro-American of the Year Contest, Mexican-American of the Year Contest, and/or Ethnic of the Year Contest.

Objectives

To recognize personal views and changed perceptions of Irish-Americans

To conceptualize the ideal Irish-American based on personal views and changed perceptions

Time 2 class periods

Size of group 4-6

Procedure

1. Four to six students should serve as a nominating committee to insure the creation of an ideal number of candidates for the activity. Each student in the group is responsible for an "ideal" Irish-American candidate for the contest. The following guidelines can be used, but encourage students to ad lib:

   (write these on the chalkboard)

   Name

   Hometown, State

   Sponsoring Organization

   Age

   Spouse (if any) -- name, age, occupation

   Children (if any) -- ages, number

   Educational background

   Occupation

Hobbies, interests

Clubs, ethnic and political association (if any)

(Refer to American of the Year in the ETHNICITY AND ME unit to get the idea of the activity.)

2. When all candidates have been written up, list them and their data on the chalkboard.

3. Break the rest of the class into groups of five to six. The nominating committee can now serve as tabulating committee. Tell the class the following: YOU HAVE BEEN SELECTED TO SERVE ON A NATIONAL SELECTION COMMITTEE TO CHOOSE THE OUTSTANDING IRISH-AMERICAN OF THE YEAR. YOUR TASK IS TO PICK ONE OF THE CANDIDATES NOMINATED BY THE NATIONAL NOMINATING COMMITTEE. EACH OF THE CANDIDATES' QUALIFICATIONS ARE LISTED ON THE CHALKBOARD. THE SELECTION MUST BE THE UNANIMOUS DECISION OF THE GROUP. A SPOKESPERSON FOR YOUR COMMITTEE WILL BE ASKED TO GIVE REASONS EACH CANDIDATE WAS SELECTED OR REJECTED.

4. Follow-up questions for class discussion:

   A. What qualities did you consider most important in your selection? Least important?

   B. Would the candidates made up by the nominating committee have been the same at the very beginning of your study of ethnicity and Irish-Americans? Explain.

EHS 1/76

Title Arab American of the Year Contest

Introduction

This activity asks students to replicate the American of the Year contest (ETHNICITY AND ME unit) with three significant differences: (1) instead of the American of the Year, this contest will be for the Arab-American of the Year, (2) a group of students (nominating committee) will create its own candidates, (3) other students will act as a selection committee to vote for the "best" of the candidates. The main goal is to get students to construct what they think constitutes an "ideal" Arab-American based upon their personal views and what they have learned from the Ethnic Heritage Studies curriculum. NOTE: This activity is designed to be done simultaneously with Afro-American of the Year Contest, Irish-American of the Year Contest, Mexican-American of the Year Contest, and/or Ethnic of the Year Contest.

Objectives

To recognize personal views and changed perception of Arab-Americans

To conceptualize the ideal Arab-American based on personal views and changed perceptions

Time 2 class periods

Size of group 4-6

Procedure

1. Four to six students should serve as a nominating committee to insure the creation of an ideal number of candidates for the activity. Each student in the group is responsible for an "ideal" Arab-American candidate for the contest. The following guidelines can be used, but encourage students to ad lib:

   (write these on the chalkboard)

   Name

   Hometown, State

   Sponsoring Organization

   Age

   Spouse (if any) -- name, age, occupation

   Children (if any) -- ages, number

   Educational background

   Occupation

Hobbies, interests

Clubs, ethnic and political association (if any)

(Refer to American of the Year in the ETHNICITY AND ME unit to get the idea of the activity.)

2. When all candidates have been written up, list them and their data on the chalkboard.

3. Break the rest of the class into groups of five to six. The nominating committee can now serve as tabulating committee. Tell the class the following: YOU HAVE BEEN SELECTED TO SERVE ON A NATIONAL SELECTION COMMITTEE TO CHOOSE THE OUTSTANDING ARAB-AMERICAN OF THE YEAR. YOUR TASK IS TO PICK ONE OF THE CANDIDATES NOMINATED BY THE NATIONAL NOMINATING COMMITTEE. EACH OF THE CANDIDATES' QUALIFICATIONS ARE LISTED ON THE CHALKBOARD. THE SELECTION MUST BE THE UNANIMOUS DECISION OF THE GROUP. A SPOKESPERSON FOR YOUR COMMITTEE WILL BE ASKED TO GIVE REASONS EACH CANDIDATE WAS SELECTED OR REJECTED.

4. Follow-up questions for class discussion:

   A. What qualities did you consider most important in your selection? Least important?

   B. Would the candidates made up by the nominating committee have been the same at the very beginning of your study of ethnicity and Arab-Americans? Explain.

EHS 1/76

Title Mexican-American of the Year Contest

Introduction

This activity asks students to replicate the American of the Year contest (ETHNICITY AND ME unit) with three significant differences: (1) instead of the American of the Year, this contest will be for the Mexican-American of the Year, (2) a group of students (nominating committee) will create its own candidates, (3) other students will act as a selection committee to vote for the "best" of the candidates. The main goal is to get students to construct what they think constitutes an "ideal" Mexican-American based upon their personal views and what they have learned from the Ethnic Heritage Studies curriculum. NOTE: This activity is designed to be done simultaneously with Arab-American of the Year Contest, Irish-American of the Year Contest, Afro-American of the Year Contest, and/or Ethnic of the Year Contest.

Objectives

To recognize personal views and changed perceptions of Mexican-Americans

To conceptualize the ideal Mexican-American based on personal views and changed perceptions

Time 2 class periods

Size of group 4-6

Procedure

1. Four to six students should serve as a nominating committee to insure the creation of an ideal number of candidates for the activity. Each student in the group is responsible for an "ideal" Mexican-American candidate for the contest. The following guidelines can be used, but encourage students to ad lib:

   (write these on the chalkboard)

   Name

   Hometown, State

   Sponsoring Organization

   Age

   Spouse (if any) -- name, age, occupation

   Children (if any) -- ages, number

   Educational background

   Occupation

Hobbies, interests

Clubs, ethnic and political association (if any)

(Refer to American of the Year in the ETHNICITY AND ME unit to get the idea of the activity.)

2. When all candidates have been written up, list them and their data on the chalkboard.

3. Break the rest of the class into groups of five to six. The nominating committee can now serve as tabulating committee. Tell the class the following: YOU HAVE BEEN SELECTED TO SERVE ON A NATIONAL SELECTION COMMITTEE TO CHOOSE THE OUTSTANDING MEXICAN-AMERICAN OF THE YEAR. YOUR TASK IS TO PICK ONE OF THE CANDIDATES NOMINATED BY THE NATIONAL NOMINATING COMMITTEE. EACH OF THE CANDIDATES' QUALIFICATIONS ARE LISTED ON THE CHALKBOARD. THE SELECTION MUST BE THE UNANIMOUS DECISION OF THE GROUP. A SPOKESPERSON FOR YOUR COMMITTEE WILL BE ASKED TO GIVE REASONS EACH CANDIDATE WAS SELECTED OR REJECTED.

4. Follow-up questions for class discussion:

   A. What qualities did you consider most important in your selection? Least important?

   B. Would the candidates make-up by the nominating committee have been the same at the very beginning of your study of ethnicity and Mexican-Americans? Explain.

Title ETHNIC OF THE YEAR CONTEST

Introduction

This activity asks students to replicate the American of the Year contest (ETHNICITY AND ME unit) with three significant differences: (1) instead of the American of the Year, this contest will be for the Ethnic of the Year, (2) a group of students (nominating committee) will create its own candidates, (3) other students will act as a selection committee to vote for the "best" of the candidates. The main goal is to get students to construct what they think constitutes an "ideal" ethnic American based upon their personal views and what they have learned from the Ethnic Heritage Studies curriculum. NOTE: This activity is designed to be done simultaneously with Arab-American of the Year Contest, Irish-American of the Year Contest, and Afro-American of the Year Contest.

Objectives

To recognize personal views and changed perceptions of ethnic Americans

To conceptualize the ideal ethnic American based on personal views and changed perceptions

Time 2 class periods

Size of group 4 - 6

Procedure

1. Four to six students should serve as a nominating committee to insure the creation of an ideal number of candidates for the activity. Each student in the group is responsible for an "ideal" ethnic American candidate for the contest. The following guidelines can be used, but encourage students to ad lib:

(write these on the chalkboard)

Name

Hometown, State

Sponsoring Organization

Age

Spouse (if any) -- name, age, occupation

Children (if any) -- ages, number

Educational background

Occupation

Hobbies, interests

Clubs, ethnic and political associations (if any)

(Refer to American of the Year in the ETHNICITY AND ME unit to get the idea of the activity)

2. When all candidates have been written up, list them and their data on the chalkboard.

3. Break the rest of the class into groups of five to six. The nominating committee can now serve as tabulating committee. Tell the class the following: YOU HAVE BEEN SELECTED TO SERVE ON A NATIONAL SELECTION COMMITTEE TO CHOOSE THE OUTSTANDING ETHNIC AMERICAN OF THE YEAR. YOUR TASK IS TO PICK ONE OF THE CANDIDATES NOMINATED BY THE NATIONAL NOMINATING COMMITTEE. EACH OF THE CANDIDATES' QUALIFICATIONS ARE LISTED ON THE CHALKBOARD. THE SELECTION MUST BE THE UNANIMOUS DECISION OF THE GROUP. A SPOKESPERSON FOR YOUR COMMITTEE WILL BE ASKED TO GIVE REASONS EACH CANDIDATE WAS SELECTED OR REJECTED.

4. Follow-up questions for class discussion:

   A. What qualities did you consider most important in your selection? Least important?

   B. Would the candidates make-up by the nominating committee have been the same at the very beginning of your study of ethnicity and and ethnic Americans? Explain.

EHS 1/76 71:1

Title Recognizing Ethnicity

Introduction

What are some differences among groups we can point to that help us define what an ethnic group is? In the following activity students are asked to collect peices of data pertaining to ethnic groups and sort out and discuss what they see as significant differences among groups.

Objectives

To list differences that make ethnic groups distinct from each other

To relate some of these differences to transnational linkages

Time one class period

Procedure

1. Collect as many pieces of evidence you can that you think represent ethnic differences. (For example, recipes, letters, etc.)

2. Spread out the data pieces on a table.

3. If your group is large, divide it into smaller groups of 5-6. Study the pieces of data, and list as many differences you can think of that make the groups distinct.

4. Follow-up:

   A. Which differences listed matter most to you, if any?

   B. Which differences do you think matter most to the groups you saw in the data? Be specific.

   C. Do we perceive any differences that do not really exist?

   D. Look at the data again and list the names of the ethnic groups you see.

   E. Put yourself in place of some of the ethnic groups. Which differences do you think would matter most?

EHS 1/76 72:1

Title Recognizing Ethnic Linkages

Introduction

An important dimension of ethnicity has to do with the ways in which ethnic groups are tied or linked with their cultures or countries of origin. For example, we might say that one way the Mexican-American community in the United States is linked with Mexico is through language. Both the Mexican-American community in the U.S., in many cases, and the culture of origin, Mexico, share a common language--Spanish. Of course, the language can be greatly modified as it is transferred from Mexico to the United States. There are other ways ethnic groups can be tied to their cultures or countries of origin. Some are direct, some are indirect.

This activity tests your ability to recognize some of these linkages or ties. Given a series of news articles, you are asked to classify the types of ties between the ethnic groups mentioned and their cultures or countries of origin.

Objectives

To recognize and list transnational linkages from news articles

Time one class period

Procedure

1. Study the Transnational Linkages sheet.

2. As you read through the news articles attached to this activity, jot down the kinds of linkages you can see in each article. (Use corresponding types listed on the Transnational Linkages sheet.)

3. Go through at least three newspapers or news magazines and find evidences of the various linkages listed in this activity. Share your findings with the rest of the class.

TRANSNATIONAL LINKAGES

Following are some ways ethnic groups in the United States might be tied or linked to their cultures or countries of origin:

1. FAMILY -- a relative of the family living in the United States might reside in the country of origin
2. SOCIAL RELATIONSHIPS -- friends of the family might reside in the culture of country of origin
3. TRAVEL -- to and from the country of origin
4. LETTERS and OTHERS CORRESPONDENCE
5. FINANCIAL SUPPORT -- of a group or cause in the mother country
6. SCHOOLS -- students might learn about their cultures of origin in school
7. NEWSPAPERS -- articles as well as newspapers about and from the culture or country of origin
8. MAGAZINES
9. BOOKS
10. RADIO AND TV -- programs about the culture or country of origin
11. LANGUAGE
12. HABITS, STYLES and CUSTOMS -- resemble and replicate those found in the country of origin
13. ECONOMIC TIES -- business arrangements between ethnic group or individuals in the U.S. and the country or culture of origin
14. CLUBS -- such as the Irish Club, African Cultural Arts Club or Mexican-American Club, etc.
15. CHURCHES -- church attendance and affiliation resembles those found in the country of origin
16. ASSOCIATIONS

Title Immigration and Ethnicity

Introduction

Review of immigration statistics reveals some interesting patterns and changes. Moreover, the implications of these changes for ethnic groups living in the United States could be profound. Below you are asked to analyze a table and to make hypotheses about immigration and ethnicity.

Objectives

To read and interpret immigration statistics

To make hypotheses about immigration policy and ethnicity in the United States

Time one class period

Procedure

1. Study the table "Immigrants to the United States..." carefully. Make certain you read and understand the following components of the table:

   Title

   Source

   How the data are expressed (in percentages, thousands, millions?)

   Dates (are the periods the same length?)

   Regions of the world (it might help to use a globe or world map)

   Changes in the figures from region to region and time period to time period

2. On a separate sheet of paper write down at least five statements about the table. (Examples: The time periods listed on the table are not equal in length. The numbers of immigrants from Asia have increased since 1820.)

3. Share your statements with the rest of the class by having the teacher compile a class list of them on the chalkboard or a transparency. Study each statement to see if you agree or disagree with it.

4. Follow up:

   A. What changes have occurred in the size of the immigrant population since 1820?

IMMIGRANTS TO THE UNITED STATES BY REGION OF ORIGIN, 1820-1974
(in thousands)

	1820-60	1861-1900	1901-30	1931-60	1961-70	1971-74
Northern and Western Europe	4616	9524	4208	1629	574	105
Southern and Eastern Europe	36	3108	10,751	655	551	244
Northern America	157	1019	2152	840	413	68
Latin America	25	17	870	576	1303	635
Asia	42	336	536	205	428	461
Africa	---	2	22	23	29	22
Australia and New Zealand	---	20	33	28	19	9
Total	4876	14,026	18,572	3956	3317	1544

Source: 1820-1965, Taeuber, Irene and Conrad, PEOPLE OF THE UNITED STATES IN THE 20TH CENTURY, U.S. Bureau of the Census, 1971, p. 93; 1966-1974, U.S. Immigration and Naturalization Service, 1974 ANNUAL REPORT. Printed in INTERCHANGE, Population Reference Bureau, Inc., Population Education Newsletter, Vol. 4 No. 3, September, 1975.

B. What shifts in regions of origin have taken place since 1820? What hypotheses can you make about <u>why</u> these shifts have taken place?

C. Read "Immigration Policy: An Historical Overview." In some of this overview you will find reasons for the changes in numbers and regions of origin on the table. Place a circle (in pencil, preferably) around those figures on the table that you think were affected by changes in immigration policy as listed in the historical overview.

D. What other factors beside immigration policy might have affected the figures and changes?

E. Some ethnic groups have become larger, some smaller due to immigration rates and policies. What effects do you think immigration rates and restrictions or removal of restrictions would have on ethnic groups in the United States? (For example, what effects would an immediate complete restriction on immigration from Mexico have on the Mexican-American community in the United States?)

Psychologically?

Socially?

Politically?

Economically?

How would you go about proving your hypotheses make above?

U.S. IMMIGRATION POLICY: AN HISTORICAL OVERVIEW

1798 -- Alien and Sedition Act
1. authorized expulsion of foreigners considered a threat to U.S.
2. extend residence requirements for citizenship (naturalization) from 5 to 14 years

1822 -- Chinese Exclusion Act
1. suspended immigration of Chinese laborers for 10 years
2. forbade naturalization of Chinese

1822 -- first federal immigration law
1. forbade immigration of criminals, paupers and insane
2. candidates had to prove financial viability

1908 -- Teddy Roosevelt's "Gentlemen's Agreement" with Japan
1. denied passports to laborers from Japan wishing to come to the United States

1917 -- Immigration Act of 1917
1. literacy test required for persons over 16 years of age
2. barred immigration entirely from most of the Asian-Pacific area

1921 -- Emergency Quota Act
1. based on national origin
2. limited numbers of immigrants in any one year to 3% of the size of each nationality group which had been living in the United States in 1910
3. maximum annual quota set at 357, 802
   a. 56% allotted to immigrants from northern and western Europe
   b. 44% allotted to immigrants from southern and eastern Europe

1924 -- Immigration Act of 1924
1. created permanent quota system
2. annual quota maximum now at 164,000
3. limit now set at 2% of each foreign-born nationality living in the United States in 1890
4. provided for further reduction of the quota to 154,000 on the basis of the 1920 census
5. actually went into effect in 1929

1948 -- Displaced Persons Act
1. Allowed for the immigration of 400,000 World War II refugees

1953 -- Refugee Relief Act
1. Allowed for the immigration of some 214,000 refugees from eastern Europe

1961 -- Cuban Refugee Program
1. Allowed for immigration of Cuban refugees

1962 -- McCarran-Walter Immigration Act
1. reaffirmed national origins quota system
2. permitted the naturalization of Orientals
3. empowered the Attorney General to expel aliens considered "subversive," regardless of citizenship

1965 -- Immigration and Nationality Act of 1965
1. eliminated national origins quota system
2. established world-wide quota impervious to national origin
3. pooled unused quotas and made them available on a first-come, first-serve basis
4. 1968 - ceiling of 170,000 applied to nations outside the Western Hemisphere; 120,000 ceiling applied to nations in the Western Hemisphere
5. brought about a strong increase from southern Europe and Asia, due mostly to backlog

Title DRAWING THE LINE

Introduction

Ethnic factors might influence how many Americans feel about ethnicity and its relation to being an American. In this activity you are asked to discuss a number of statements with a group of your classmates. Then, you are asked to answer the question "What is an American?"

Objective

To recognize criteria you use to determine your feelings about the terms "ethnicity" and "American"

Time 1 class period (longer if community survey is used)

Procedure

1. On your own, place a circle around one of three possible responses to each statement on the next page--AGREE, ? (if you don't know how you feel, or you're uncertain), DISAGREE.

2. Get together with a group of other students (3 maximum) and discuss your reactions with them and also discuss their reactions. (20 minutes at most)

3. Your teacher should tabulate the class responses to each question on the chalkboard or a transparency. What are your conclusions about your class's feelings about ethnicity?

4. Write a short essay defining "What is an American?"

5. OPTIONAL: Conduct a community survey using the 10 statements. Tabulate the results and show them to the rest of the class. What are your community's attitudes?

DRAWING THE LINE

1. Since a considerable number of New Mexicans speak Spanish, it would be O.K. for the state legislature to designate Spanish as the official language of the state.

Agree ? Disagree

2. Since the First Amendment to the Constitution in part states that "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof...", a small town in Alabama decides that it's alright to make the official religion of the town Catholic.

Agree ? Disagree

3. Schools should encourage ethnic groups to learn about their own heritage first, and about the history of the United States second.

Agree ? Disagree

4. There is nothing that is uniquely American. All behavior and customs are ethnic in origin.

Agree ? Disagree

5. The U.S. should honor holidays of <u>all</u> of the major ethnic groups in the country.

Agree ? Disagree

6. Ethnic groups that insist on following their own particular customs should be made to live in separate communities.

Agree ? Disagree

7. It is O.K. for people who consider it more important to be members of an ethnic group than to be Americans to think and act as they do.

Agree ? Disagree

8. It should be allowable for persons whose religious views conflict with the majority to refuse to salute the American flag and to say the Pledge of Allegiance in public schools.

Agree ? Disagree

9. If a person's ethnic group held that it was important to practice polygamy, he/she should be allowed to do so.

Agree ? Disagree

10. English should be adopted as the official language of the United States.

Agree ? Disagree

Title HOW IMPORTANT IS ETHNICITY TO ME?: A RE-EXAMINATION

Introduction

In the first activity of the unit ETHNICITY AND ME you were asked to assess the importance of ethnicity in your life. As a concluding activity in this curriculum you are asked to reassess the place of ethnicity in your identity.

Objective

To reassess the place of ethnicity in your life given your study of ethnic heritage

Time 1 class period

Procedure

Answer the following questions based on your present feelings about your ethnicity:

1. I am a person with a strong ethnic identity. Agree Disagree ?

   My feelings about my ethnic affiliation have changed/not changed since we began this curriculum because_____

   _____

2. My family ethnic ties are important to me. Agree Disagree ?

3. The emphasis on ethnic groups and on differences among peoples is dangerous. I feel we should all try to forget our cultural and ethnic differences and recognize ourselves as Americans first. Agree Disagree ?

Explain your answer.

4. I feel that participating in events, practicing customs, and keeping my ties to my ethnic group have nothing to do with my being or not being a good American. Agree Disagree ?

5. Throughout the course of this curriculum I have become more aware of my own ethnicity and would like to find out more. Agree Disagree ?

6. The subject of ethnicity is NOT important to me at this time.

   Agree Disagree ?